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AUTHOR Steinberg, Jill A.; And Others
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ABSTRACT

A cross section of mother/daughter pairs was analyzed in order to increase understanding of the mother/daughter relationship during latency. In each pair, the daughter was 9 to 11 years old, and the mother was divorced or living with her husband and employed or at home full-time. A total of 41 pairs were recruited from after-school day care centers, Girl Scout troops, and other sources within an affluent southern sector of the San Francisco Bay area. Mothers and daughters independently completed parallel forms of a 29-item questionnaire measuring communication, affection, and shared activities. Four separate scores for each of the three variables were generated: one for the mother's self description, one for her description of her daughter, one for the daughter's self description, and one for the daughter's description of her mother. Overall, results indicated fairly high levels of perceived communication, affection, and activity from both mothers' and daughters' perspectives. More specific findings revealed that (1) mothers report the relationship to be somewhat better than do daughters; (2) age differences among daughters exist (e.g., 10-year-old girls were perceived as less communicative and less affectionate than girls 9 or 11 years old); (3) marital status of mothers had no impact on the three variables; and, in terms of specific items, pairs in which the mother was employed full-time generally enjoyed the most frequent exchange of communication and affection and involvement in activities. (RH)

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MOTHER-DAUGHTER RELATIONSHIPS DURING THE LATENCY PERIOD: COMMUNICATION, AFFECTION AND ACTIVITIES

Jill A. Steinberg, Mara L. Southern, & Valerie L. Atchison
San Jose State University

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Mother-Daughter Relationships During the Latency Period:
Communication, Affection, and Activities

Little research has been done on the latency-age child, and even less has been done on the nature and quality of the relationship between mothers and their daughters in this developmental period. Researchers in parent-child relationships (Walters & Walters, 1980), family theory and therapy (Berardo, 1980; Holman & Burr, 1980), and sex-roles and the family (Scanzoni & Fox, 1980), have given much less attention to the latency-age child than to the younger or older child (Bannon & Southern, 1980; Bowerman & Bahr, 1973; Schvaneveldt, 1973; Stinnett, Farris, & Walters, 1974; Wakefield, 1970). As Mussen, Conger, and Kagan (1963) stated: "theories about this developmental period have not been as extensive or as profound as those dealing with the first 5 years of life. Moreover, there has been less extensive empirical research on children of this age than on younger children" (pg. 357-358). This situation persists.

During the latency period the anxieties aroused by the Oedipal conflict have receded and the crises associated with adolescence have not yet emerged. The period is important for social development (Erikson, 1963) and is described as a time of relative calm, consolidation, and quiet growth (Freud, 1953; Sarnoff, 1971). Sarnoff described latency age children as "pliable, well-behaved, and educable." Mothers tend to agree adding that their children of this age are also helpful and pleasant. Perhaps the lack of obvious developmental crises explains why few researchers have studied children of this age and why so little empirical data about them exist.

The main tasks for children of this age are development of social skills, establishment of peer relationships, and learning at school (Erikson, 1963; Sarnoff, 1971; Wallerstein & Kelly, 1976). The family is no longer the primary source of affection for the child, and the parents' authority and control

decrease as the power of the peer group increases (Bowerman & Kinch, 1959; Erikson, 1963). Latency aged children need contemporaries to develop and measure their sense of skill mastery, and adequate socialization requires an increased ability to get along with peers while maintaining a fairly close relationship with family (Watson & Lindgren, 1974). As peer group influences grow, the youngster concomitantly faces conflicts regarding loyalty to both parents (Wallerstein & Kelly, 1979) and the need for a secure home in order to explore and master the environment. Although this is a period in the child's life when activities and time at home decline to a low point (Watson & Lindgren, 1974), family and parents have great influence on character development. The quality of affectional family relationships influences adjustment and growth (Havighurst & Taba, 1961). Both boys and girls see mothers as more nurturant than fathers (Stinnett et al., 1974); and mothers from upper socioeconomic homes engage in warmer and more accepting behavior than mothers in lower socioeconomic homes. Research has also documented the reciprocal effects of both parent and child in their relationship (Biller, 1971; Lerner & Spanier, 1978).

The latency period may be divided into two subgroups: early and late latency (Sarnoff, 1971; Wallerstein & Kelly, 1976). The latency child (age 9-11) is more objective than younger children, cognitive functions are well-grounded in reality, and cause and effect relationships are recognized (Sarnoff, 1971). Later latency age children are more capable of sensitivity and compassion (Wallerstein & Kelly, 1976), and have an increased ability to empathize with others (Watson & Lindgren, 1974). These children are increasingly aware of their sex roles, which is expressed in establishment of same-sex friendships and typical avoidance of children of the other sex, and a desire for closeness and identification with the same sex parent (Erikson, 1963).

With changing family structures resulting from an increase in the divorce rate (US Dept. of Commerce, 1978) and an increase in mothers being employed

outside of the home (Hoffman & Nye, 1974), less is known about young children of the latency period than would be desirable (Herzog & Sudia, 1973; Biller 1974). Many marriages disrupted by divorce involve children of the latency age (Bane, 1976). Large numbers of children must therefore deal with the stresses and changes imposed by parental divorce in addition to their usual concerns of growing up. Wallerstein and Kelly (1980) found in their long-term study of 50 families in which divorce occurred, that the largest number of children involved were latency age children.

Data pertaining to the effects of divorce on children have been contradictory (Bane, 1976: Felner, Stolberg, & Cowen, 1975; Fulton, 1979; Tuckman & Regan, 1966; Wallerstein & Kelly, 1976, 1979). Wallerstein and Kelly found that children in later latency were somewhat more resistant to divorce-related stress than were younger or older children. Nevertheless, these children did experience the divorce as extremely painful. At the time of divorce, parents are heavily burdened with their children's increased needs for attention and understanding (Hetherington, Cox & Cox, 1976; Wallerstein & Kelly, 1979). Wallerstein and Kelly (1976) noted that the "peculiar interdependence" of parent and latency age child could be enhanced when parents divorced, and that there was a lessening of age-appropriate distance between mothers and daughters. Mothers relied on their children for emotional support and advice as well as for practical help. Hetherington et al (1976) found that divorced mothers of 13 to 17 year olds felt that their own social lives were restricted by their mothering duties. They also found that divorced mothers made fewer maturity demands on their children, communicated less well with them, tended to be less affectionate, were inconsistent in discipline and control, and used more negative sanctions than did married or widowed mothers. The daughters reported more conflict than did daughters of married mothers. In addition to the breakup of the family structure, children must often adjust to their mother's fulltime employment (Fulton, 1978).

Peterson (1968) found employed mothers to have less interest in interacting with their children and also a lower degree of control than non-employed mothers.

Because of the theorized importance of development at the latency age, in particular the relationship between the daughter and mother, and the limitations of the existing literature discussing this relationship, this study was designed to increase our understanding of the mother-daughter relationship at this age. Addressing several of the issues which were raised in the research, we examined affection, shared activities, and communication between mothers and daughters. How do mothers and daughters in latency characterize their relationship? Do they generally agree on the nature of their relationship, or are there discrepancies between their perceptions of the nature of the three areas of interest? To explore these questions, a cross-section of mother-daughter pairs where the daughter was 9 to 11 years old and the mother was (a) divorced or living with her husband, and (b) was employed or at home full-time were compared. No specific hypotheses were formulated since the purpose of the study was to provide some initial, systematically collected data in a hitherto minimally explored content area.

Method

Subjects

Forty-one pairs of mothers and daughters were recruited from after school day care centers (n = 16), from girl scout troops (n = 14), and other sources such as an organized sports group and friends/acquaintances of the investigators (n = 11). Most mothers (85%) were employed either full or part time; of these 72% held a skilled job, and 22% a professional/managerial job. About half the mothers were employed full time. Sixty-four percent of the mothers were married or remarried with the rest either divorced or never married; 51% were living with the father of the daughter.

All daughters were 9, 10, or 11 years old (ns = 15, 12, and 14, respectively) and in the third, fourth, fifth, or sixth grade in school. Fifty-eight percent of the girls were either first born in the family or the only child.

The sample is biased in many ways, and not unexpectedly so given the participants were recruited from the affluent southern area of the San Francisco Bay area. The families were small - 24% included only one child and 64% two children. The income level of the sample was relatively high with 64% reporting annual incomes in excess of $20,000. The mothers were well educated, 46% with some college experience, 13% with baccalaureate degrees, and 10% with post-graduate degrees.

Instruments

The questionnaires were developed as a result of a literature review of parent-child relationships (Berg, 1974; Bowerman & Kinch, 1973; Lerner & Spanier, 1978; Walters & Walters, 1980), interactions in dual and single parent families (Hetherington et al., 1978: Wallerstein & Kelly, 1976, 1979, 1980), and the broad developmental age (Mussen et al., 1963; Watson & Lindgren, 1974). The items were piloted with a sample of 10 pairs of mothers and daughters to assure that directions were clear and that the reading level was appropriate.

Mothers completed three 1-item scales designed to assess their overall evaluation of mother-daughter communication, affection, and shared activities. Each item is scored using a 5-point Likert scale with a score of 1 assigned to the category "very good" and a score of 5 to the category "very poor." Daughters did not respond to these three "overall" evaluation items.

One basic instrument with 29 items was devised to measure three primary dyad interactions: communication, affection, and shared activities. The basic instrument was then modified to create two forms, one each for the mother and daughter. All items on the two forms were parallel: that is,

for every item to which the mother was asked to respond there was a similarly worded item for the daughter. The questions were designed to elicit a self-report perceived frequency of events rather than actual frequency of events that were related to the three constructs of communication, affection, and activities. Each example of an interaction is measured on a 5-point Likert scale with a score of 1 indicating highest frequency (i.e., "This almost always happens when it can"). The items within a scale were summed, then averaged to produce comparable scale scores ranging from 1 to 5. Four separate scores for each variable (communication, affection, and activities) were generated: one for the mother to describe her own behavior, one for the mother to describe her daughter's behavior, one for the daughter to describe her own behavior, and one for the daughter to describe her mother's behavior. These several scales are hereafter designated as: Mother-Self (M-S), Mother-Daughter (M-D), Daughter-Self (D-S), and Daughter-Mother (D-M), respectively.

The Mother-Self and Daughter-Self scales for Communication, Affection, and Activities are composed of 6, 3, and 6 items each. The Mother-Daughter and Daughter-Mother scales for Communication, Affection, and Activities are composed of 7, 3, and 4 items each.

The format of the questionnaire required the respondent to first make a response about the perceived frequency of her own behavior for a given item (e.g., "I talk to my daughter (mother) about some of the mistakes I have made") and then make a perceived frequency response regarding the other's behavior on a parallel item (e.g., "My mother talks to me and asks for help with mistakes she has made; or "My mother talks to me about some of the mistakes she has made"). This design permits an analysis of the degree of agreement between mother and daughter about the same event both for self and for the other.

Procedure

Girl scout leaders, after school teachers, and mothers of girls in sports teams were contacted by phone by one of the investigators to request their assistance in obtaining subjects. The investigator discussed the intent of the study and read several of the items to the leaders and teachers. Cooperating teachers and leaders then asked the girls in their classes, team, or troops if they would like to participate in the study. Most of the mothers of subjects who volunteered were contacted by one of the investigators and asked to participate in the study; some of the mothers were given an explanatory letter by the leader or teacher. No incentives were given, however, both the mother and daughter were informed about the general nature of the study and promised a summary of the results if desired. Mothers were assured that all responses would remain confidential. We suspect that information about the study may have created a demand for positive responses from some participants.

The mothers and daughters completed the forms independently (at different times) but were invited to discuss their responses with one another after completion of all items. For most of the girls, one of the investigators was present and read aloud the items to assure that reading ability did not affect the responses. The completion time was approximately 20 minutes for both mothers and daughters.

Results

Mothers produced nine scores: one each for the overall evaluation of communication, affection, and shared activities, one each for the report of self communication, affection, and shared activities, and one each for the report of daughter's communication, affection, and shared activities. Daughters produced six scores: one each for the report of self communication, affection, and shared activities, and one each for the report of mother's

communication, affection, and shared activities. The results of various analyses of the three major constructs - communication, affection, and shared activities - are reported separately below.

The results are organized according to the broad concepts of communication, affection, and shared activities. In addition to inspection of these variables for the whole sample, we also analyzed data for subgroups according to three demographic variables: age of daughter, marital status of mother, and employment status of mother. One-way analyses of variance or correlated *t* tests were performed for the various subgroup comparisons; the values of these analyses are reported only when probability levels were less than .10. We selected the .10 significance level because this is an exploratory study in a relatively unresearched area and wish to report trends that may prove fruitful for future research.

Communication

Mothers responded to a single item requesting an overall evaluation of the communication between her and her daughter. The total sample and subgroup means are reported in Table 1. Mothers generally reported overall communication to be "good." Communication measured this way tended to vary (nonsignificantly) according to age of daughter, where the mothers of 10 year olds reported communication to be less good than mothers of 9 and 11 year olds. Full time employed mothers tended to report that overall communication was less good than nonemployed or part time employed mothers.

The M-S, M-D, D-S, and D-M means and standard deviations for the scaled communication variable are found in Table 2. Not only were there subgroup analyses performed for these variables, but also a comparison via correlated *t* tests of M-S vs D-M and M-D vs D-S scores. Mothers and daughters disagreed on the level of communication of mother, $t(36) = 2.74$, $p < .01$, but not on the level of daughters' communication. Mothers reported they communicated more than daughters perceived. A difference in communication according to

age of child was found for the Mother-Self communication score, $F(2,38) = 2.54$, $p < .10$, and for the Mother-Daughter communication score, $F(2,39 = 8.28$, $p < .01$, but not for the daughter generated scores for communication. In all cases the least positive communication scores are for the 10 year old subgroup. The Mother-Daughter communication score varied according to marital status of mother, $t(36) = 1.94$, $p < .10$, with single parent mothers reporting slightly lower levels of communication from daughter.

Interestingly, none of the daughter reported scores by subgrouping yielded significant differences. However, daughters reliably reported lower levels of self communication and perceived level of mother's communication than did mothers. Furthermore, variation among daughters' reports was greater than among mothers' reports.

Insert Table 1 and 2 Here

The agreement in perception of one another's communication was greatest among full-time employed and single mother-daughter pairs. The greatest discrepancy in perception of daughter's communication occurred for pairs when the mother was not employed outside the home.

Affection

The means and standard deviations for the mother's response to the overall evaluation of affection items are listed in Table 1. The total sample report is that affection is "good." As for communication, the mothers of 10 year olds reported slightly lower levels of affection, and mothers of the 11 year olds reported affection to be better than good. The mothers who were not employed reported the highest level of overall affection while full time employed mothers reported the least.

The means and standard deviations for the scaled affection variable are listed in Table 3. Mothers and daughters agreed generally on the level

of affection both from the other and from self; daughters, however, reported slightly lower levels than mothers with considerably more variability in daughters' report of mothers' affectional behavior than mothers reported. The only subgroup comparison on the four affection scales that yielded statistically significantly different results was for age of daughter. The differences were for M-S scores, $F(2,39) = 4.43$, $p < .05$, and for M-D scores $F(2,39) = 4.58$, $p < .05$. In both cases the mothers of the 10 year olds reported less affection. There was a trend for the same report among daughters, but the differences did not reach the .10 significance level.

Insert Table 3 Here

Agreement about one another's affectional behavior tended to be greatest for the single and full time employed mother-daughter pairs.

Shared Activities

The data for the total sample and subgroups for mothers' response to the overall general evaluation of activities are found in Table 1. Among the three overall evaluation items the mean for the shared activities was lowest. The general level was close to "good." The evaluation of activities was moderately correlated with mothers' employment status, nonemployed mothers reported the best overall activities relationship.

The M-S, M-D, D-S, and D-M variable means and standard deviations for shared activities are listed in Table 4. Mothers and daughters agreed about the level of daughters' shared activities as a total sample but not about level of daughters' shared activities, $t(38) = 1.87$, $p < .10$. Daughters perceived a lower level of their involvement in sharing mothers' activities than mothers reported. In addition, the employment status of mothers affected the reported level of the M-S variable, $F(2,37) = 3.99$, $p < .05$. Nonemployed mothers reported significantly higher levels of shared activities for

themselves than did employed mothers. There was a trend for daughters to corroborate this report.

Insert Table 4 here

The perceptual agreement of one another's shared activities level tended to be greatest for single mother-daughter pairs.

Discussion

The overall results for the several variables we used indicate fairly high levels of perceived communication, affection, and activities from both mothers' and daughters' perspectives. Before we discuss sample differences we want to speculate about the general level of the scores. First, several investigators (e.g., Sarnoff, 1971) suggest that the later part of the latency period is one where children are typically tractable and well-behaved. This may well be the reason for the positive responses about shared mother and daughter experiences for girls of this age. However, it is also possible that subjects were motivated to provide socially desirable responses, especially since the items we used were transparent in the sense that it was easy to determine what a "good" answer would be. Since we did not include a measure of social desirability we cannot address this latter possibility. However, from our conversations with many mothers and daughters, we are inclined to believe that this age period is, in fact, a joyful and active one for mothers and their daughters. Further, it should be remembered that this sample was not selected on basis of mother or daughter pathology, and therefore may reflect the way relationships truly are in the typical, white, middle to upper-middle class, small family.

Several very interesting things appeared in the data. First, for almost all variables and by subgroups, the mothers report the relationship measured with our questions to be somewhat better than the daughters report. This may reflect the mothers' reluctance to acknowledge the increasing independence

of their daughters and the greater identification with their peer group rather than parents and family (Wallerstein & Kelly, 1976; Bowerman & Kinch, 1959). It is also likely that mothers perceive the world more broadly than 9 - 11 years olds and see many fewer "real" opportunities for communication, affection, and activities than do the children. Lastly, it is also likely that the daughters were more honest and simply gave less socially desirable response than mothers (note the larger variation in daughters responses as well).

The differences we observed among the age groupings of the girls are a puzzlement (e.g. 10 yr. olds are perceived to be less communicative and affectionate than 9 or 11 yr. olds). It is likely that we simply have an abberrant group of 10 year olds. It is interesting to note, however, that the group differences when groups are composed on the basis of daughters' age, apply to both mothers' behavior and daughters' behavior and with great agreement between mother and daughter except on the variable of mothers' involvement in daughters' activities (see Table 4, columns 1 and 4 for 10 year olds). We can find nothing in the literature to explain the peculiarities of our 10 year old sample.

One of the variables thought to impact parent-child relationships at all ages is that of marital status (Hetherington, 1973; Herzog & Sudia, 1973; Wallerstein & Kelly, 1976, 1980). Wallerstein and Kelly (1979) found the late latency age group to be distinctive in terms of how the children dealt with divorce. Our data suggest that whether the child is in a single or dual parent family has no impact on the particular variables we explored. Indeed, there is greater agreement between single-parent mothers and daughters about one another's behavior than between dual parent mothers and daughters. Single parent mothers did report less communication from daughters but the daughters did not corroborate that. Our data are unclear but it appears that most of our single parent subject pairs had experienced

divorce several years before we saw them which may account for these dyads being indistinguishable from the dual parent dyads.

Time available to mother and daughter for interaction due to employment status of mother is another variable that has received much attention (e.g., Hoffman & Nye, 1974; Peterson, 1961). There are some interesting observations we made about the responses of our sample. If one inspects solely the single item overall evaluation of communication, affection, and activities, it appears that all three variables reflect a more positive relationship between nonemployed mothers and their daughters (see Table 1). However, when specific examples of the three variables are used to provide a scale score, it appears that the full time employed mother-daughter pair generally enjoy the most frequent exchange of communication, affection, and activities. As might be expected, daughters perceive a lower involvement of employed mothers in the domain of shared activities. This is the major exception to the generalization about employment time of mother influencing the relationship.

If this sample is at all representative of white middle-class mothers and latency age daughters, the relationship between the dyad is most positive and both parties perceive the relationship in about the same way. While the variables of communication, affection, and shared activities do not encompass all aspects of the mother-daughter relationship, perhaps the data presented here will serve as some baseline for future investigation into this fascinating period of mother-daughter relationships. Because this latency period precedes the turmoil of adolescence, a careful study of the quality and extent of latency period mother-daughter relationships in nonclinical populations may provide insight into the antecedents of good adolescent mother-daughter interactions.

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Table 1

Mother's Overall Evaluations of Communication,

Affection and Shared Activities

	Communication			Affection			Activities		
Group	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD
Total Sample	38	2.1	1.0	38	2.0	1.3	38	2.3	1.0
9 Yr. Olds	14	2.1	1.3	14	2.1	1.4	14	2.2	1.0
10 Yr. Olds	12	2.4	0.9	12	2.3	1.3	12	2.4	1.0
11 Yr. Olds	12	1.8	0.7	12	1.5	1.2	12	2.2	1.2
Married/Remarried	24	2.1	1.1	24	1.9	1.4	24	2.3	1.2
Single	12	2.2	0.9	12	2.1	1.4	12	2.3	0.8
Not Employed	6	1.7	0.8	6	1.2	0.9	6	1.5	0.6
Part-Time Employment	12	1.8	1.0	12	1.9	1.3	12	2.4	1.2
Full-Time Employment	19	2.4	1.1	19	2.2	1.5	19	2.4	1.0

Note: Scores can range from 1 to 5. The lower the score, the greater the reported Communication, Affection, or Activites.

Table 2

Scaled Communication: Means & Standard Deviations For Total Sample & Sub Groups

	Mother-Self			Mother-Daughter			Daughter-Self			Daughter-Mother		
Group	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	40	$\bar{X}$	SD
Total	39	2.5	0.4	40	2.1	0.6	40	2.3	0.8	39	2.9	1.0
9 Yr. Olds	15	2.3	0.3	15	2.0	0.5	14	2.2	0.7	13	3.0	0.8
10 Yr. Olds	11	2.7	0.4	11	2.6	0.5	12	2.5	0.9	12	3.0	1.0
11 Yr. Olds	13	2.5	0.5	14	1.8	0.3	14	2.2	0.8	14	2.8	1.3
Married/ Remarried	24	2.5	0.5	25	2.0	0.4	24	2.3	0.7	24	3.0	1.2
Single	13	2.5	0.3	13	2.3	0.7	14	2.3	1.0	13	2.7	0.7
Not Employed	5	2.4	0.3	6	1.8	0.4	7	2.6	1.2	7	2.8	1.6
Part-Time Employed	12	2.7	0.5	12	2.0	0.4	12	2.5	0.6	12	3.3	0.6
Full-Time Employed	21	2.4	0.4	21	2.2	0.6	20	2.1	0.7	19	2.7	0.9

Note: Scores can range from 1 to 5. The lower the score, the greater the reported communication.

Table 3

Scaled Affection: Means and Standard Deviations for Total Sample and Sub Group

	Mother-Self			Mother-Daughter			Daughter-Self			Daughter-Mother		
Group	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD
Total	40	2.3	0.8	40	2.2	0.7	40	2.4	0.8	39	2.7	1.1
9 Yr Olds	15	2.1	0.7	15	2.1	0.8	14	2.3	0.9	13	2.6	1.4
10 Yr Olds	11	2.8	0.4	11	2.8	0.5	12	2.7	0.8	12	2.9	1.0
11 Yr Olds	14	2.1	0.7	14	2.0	0.6	14	2.2	0.6	14	2.6	0.9
Married/ Remarried	25	2.2	0.7	25	2.2	0.7	24	2.4	0.6	24	2.9	1.2
Single	13	2.5	0.7	13	2.4	0.8	14	2.3	0.9	13	2.5	0.9
Not Employed	7	2.4	0.3	6	1.8	0.6	7	2.6	1.2	7	2.6	1.0
Part-Time Employment	12	2.5	0.6	12	2.5	0.7	12	2.6	0.6	12	2.9	0.9
Full-Time Employment	21	2.2	0.7	21	2.2	0.8	20	2.2	0.7	19	2.6	1.3

Note: Scores can range from 1 to 5. The lower the score, the greater the reported affection.

Table 4

Scaled Activities: Means and Standard Deviations For Total Sample and Sub Groups

	Mother-Self			Mother-Daughter			Daughter-Self			Daughter-Mother		
Group	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD
Total	40	2.3	0.7	40	2.4	0.6	40	2.7	0.9	39	2.5	0.9
9 Yr. Olds	15	2.1	0.6	15	2.4	0.6	14	2.8	0.9	13	2.8	1.0
10 Yr. Olds	11	2.7	0.6	11	2.6	0.4	12	2.9	1.0	12	2.1	0.6
11 Yr. Olds	14	2.2	0.6	14	2.4	0.9	14	2.6	0.9	14	2.4	1.0
Married/ Remarried	25	2.2	0.7	25	2.4	0.7	24	2.8	0.9	24	2.5	1.0
Single	13	2.7	0.4	13	2.6	0.5	14	2.8	0.9	13	2.5	0.7
Not Employed	6	1.7	0.4	6	2.0	0.3	7	3.0	1.4	7	2.0	1.1
Part-Time Employment	12	2.5	0.7	12	2.5	0.9	12	2.7	0.8	12	2.6	0.9
Full-Time Employment	21	2.4	0.6	21	2.5	0.5	20	2.7	0.8	19	2.6	0.9

Note: Scores can range from 1 to 5. The lower the score, the greater the reported activities.